DOCUMENT RESUME

ED 197 132 CE 027 743

TITLE Student Assessment System. Student Performance Record. Task Detailing. Cosmetology. Georgia Vocational Education Program Articulation.

INSTITUTION Georgia Univ., Athens. Div. of Vocational Education.

SPONS AGENCY Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.

PUB DATE 80

NOTE 25p.: For related documents see CE 027 737-747.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Cosmetology; *Job Performance; *Job Skills; *Occupational Information; Postsecondary Education; Secondary Education; Service Occupations; *Vocational Education

ABSTRACT

This booklet lists tasks and functions the cosmetology student should be able to do upon entering an employment situation or a postsecondary school. (Listings are also available for the areas of allied health occupations/practical nursing and transportation/automotive mechanics.) Tasks are coded to correspond to those on the Student Performance Record, which details a student's past performance. Units are listed for these major tasks: (1) orientation; (2) customer relations; (3) receptionist activities; (4) rolling permanent waves; (5) shampooing hair; (6) types of hair conditioners; (7) performing scalp care; (8) rolling hair; (9) hair styling; (10) shaping hair; (11) setting pin curls; (12) setting hair; (13) cutting hair; (14) permanent waving; (15) hair coloring; (16) tinting lashes, brows; (17) manicuring nails; (18) finger waving; (19) caring for wigs, hair pieces; (20) performing skin care; (21) creating ridge curls, skip waves; (22) chemical hair relaxing; (23) removing unwanted hair; (24) thermal waving, curling; (25) applying anatomy, physiology, skin, scalp, hair concepts; (26) chemistry applications; (27) using electricity in cosmetology; (28) managing the hair salon; (29) preparations for state board of cosmetology examination; and (30) processing over-curly hair. (Domain referenced tests for skills are available separately as CE 027 744.) (YLB)

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STUDENT ASSESSMENT SYSTEM

Developed Under Contractual Agreement with

Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1980

Developed By

The University Of Georgia

under the direction of

Dr. Paul Scott

Vocational Education Materials Center

Division Of Vocational Education

College Of Education

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The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching of Vocational Education.

2. Conduct and report curriculum research related to Vocational Education.

3. Provide a production and dissemination center for Vocational Education materials.

4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.

5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

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Introduction

The student performance record is designed to be used by receiving post-secondary vocational schools in their process of evaluating a student's past performance in order to grant advanced credit. The record will also be helpful to other groups of people interested in evaluating the skills obtained by a student while in either a secondary or post-secondary vocational program.

Georgia high schools who offer the cosmetology program are beginning the training of individuals for successful employment as cosmetologists, primarily for the State of Georgia. The content of the curriculum used in both high school and post-secondary schools in the state to prepare these individuals is reflected in the student performance record and in this document which may be used for explanation purposes. The curriculum reflected here contains not only the skills and knowledge necessary to satisfy the educational requirements of the State of Georgia, but also the skills, knowledge and attitudes needed to be successful in a service occupation such as cosmetology. Emphasis is placed on the individual's personality and abilities needed in meeting and working closely with the patron.

Task Listing

The following list gives the tasks taught in the cosmetology programs in the comprehensive high schools and the post-secondary schools. This list was developed by Georgia cosmetology teachers using traditional task analysis methods.

This task list will tell the reader what the cosmetology student

should be able to do upon entering an employment situation or upon entering a post secondary school. The tasks reflected on the student performance record are in most instances broken into sub-units which appear in a coded form (e.g., 4a, 19d, etc.); therefore, this booklet is required for interpretive purposes.

Beside the task code numbers on the student performance record are two blanks. The first blank will be used by the high school teacher and the second blank by the post secondary teacher as they give the student a proficiency rating.

Using The Task Detailing

To aid in interpreting the Student Performance Record, the task units in this booklet are identified with the same code numbers as those on the Student Performance Record. The performance record is coded in order to make the record more compact and easier to store and transport. To identify a specific unit on the performance record, locate the task in the task detailing Table of Contents. The page number for each unit is identfied. Turn to that page to locate the specific unit. The specific learning content of each unit is listed under the unit number.

Performance Rating Scale

For the reader's convenience, the rating portion of the student performance record is shown here.

Rating	Level of Performance
1	Degree of skill below minimum performance level
2	Acceptable level of skill; can perform with supervision and/or assistance
3	High level of skill; can perform independently and consistently at a high level

The rating on the performance record gives the entry level skills this student has demonstrated based on set standards or criteria. This record is intended for use in assessing the student's ability for employment or advanced educational purposes. An item left unmarked indicates the student has not received instruction. The first blank indicates the rating from the secondary school--the second blank is the post-secondary rating.

TABLE OF CONTENTS

Cosmetology Tasks and Units

TASK -- Orientation

Unit 1a	Orientation to Cosmetology	1
Unit 1b	Cosmetology Rules and Regulations	1
Unit 1c	Cosmetology Safety	1

TASK -- Customer Relations

Unit 2a	Personality Development	1
Unit 2b	Professional Ethics	1
Unit 2c	Hygiene and Good Grooming	1
Unit 2d	Visual Poise	1
Unit 2e	Salesmanship	1

TASK -- Receptionist Activities

Unit 3	Receptionist	2
Unit 4a	Shop Hygiene (Bacteriology)	2
Unit 4b	Shop Hygiene (Sterilization)	2

TASK -- Rolling Permanent Waves

Unit 5	Rolling Cold Waves	2

TASK -- Shampooing Hair

Unit 6	Shampooing	2

TASK -- Types of Hair Conditioners

Unit 7	Hair Conditioners	3

TASK -- Performing Scalp Care

Unit 8	Scalp Treatments	3

TASK -- Rolling Hair

Unit 9	Basic Roller Patterns	3

TASK -- Hair Styling

Unit 9a	Basic Hair Styling	4
Unit 9b	Advanced Hair Styling	4

TASK -- Caring for Wigs and Hair Pieces

Unit 27 Wigs and Hair Pieces 9

TASK -- Performing Skin Care

Unit 28a Facials 9
Unit 28b Facials 10
Unit 29 Facial Make up 10
Unit 30 Eyebrow Arching 10

TASK -- Creating Ridge Curls and Skip Waves

Unit 31 Ridge Curls and Skip Waves 10

TASK -- Chemical Hair Relaxing

Unit 32 Chemical Hair Relaxing 10

TASK -- Removing Unwanted Hair

Unit 33 Superfluous Hair Removal 11

TASK -- Thermal Waving and Curling

Unit 34 Thermal Waving and Curling 11

TASK -- Applying Anatomy, Physiology, Skin, Scalp, and Hair Concepts

Unit 35 Anatomy and Physiology 11
Unit 35a Anatomy and Physiology 11
Unit 36 Skin and Scalp 11
Unit 37 Hair 12

TASK -- Chemistry Applications

Unit 38 Chemistry Review 12

TASK -- Using Electricity in Cosmetology

Unit 39 Basic Electricity. 12

TASK -- Managing the Hair Salon

Unit 40a Salon Management 12
Unit 40b Salon Management 13

TASK -- Preparation for State Board of Cosmetology Examination

Unit 41 State Board Preparation. 13

TASK -- Pressing Over-Curly Hair

Unit 42 Hair Pressing. 13

LIST OF TASKS

TASK -- Orientation

Unit 1a Orientation

Unit 1b Cosmetology Rules and Regulations

- A. Lab rules
- B. Sanitary regulations

Unit 1c Cosmetology Safety

- A. Proper safety program
- B. General shop rules
- C. Sterilization rules
- D. Razor safety
- E. Electrical safety

TASK -- Customer Relations

Unit 2a Personality Development

- A. Personality
- B. Self evaluation

Unit 2b Professional Ethics

- A. Rationale
- B. Principles

Unit 2c Hygiene and Good Grooming

- A. Rational
- B. Hygienic rules
- C. Maintaining good health

Unit 2d Visual Poise

- A. Posture
- B. Comfort
- C. Sitting
- D. Standing

Unit 2e Salesmanship

- A. Selling principles
- B. Selling ethics

TASK -- Receptionist Activities

Unit 3 Receptionist

- A. Telephone techniques
- B. Appointment book
- C. Record keeping, money changing, and balancing receipts

TASK -- Maintaining Shop Hygiene

Unit 4a Shop Hygiene (Bacteriology)

- A. Bacteriology principles
  - 1. Types
  - 2. Classification
- B. Cells and their functions
- C. Sanitation
- D. Safety
- E. Chemicals to control bacteria

Unit 4b Shop Hygiene (Sterilization)

- A. Methods of sterilization and sanitation
  - 1. Chemical agents
  - 2. Physical agents
- B. Safety precautions

TASK -- Rolling Permanent Waves

Unit 5 Rolling Cold Waves

- A. Sectioning and blocking
- B. Rod selection
- C. End papers
- D. Wrapping the hair

TASK -- Shampooing Hair

Unit 6 Shampooing

- A. Types of shampoo
- B. Chemistry of soaps and shampoo
- C. Procedure for draping patron
- D. Procedure for brushing patron's hair
- E. Procedure for preparing patron for shampooing
- F. Proper water temperature
- G. Using shampoo bowl
- H. Wetting the hair
- I. Applying shampoo

J. Rinsing
K. Cleanup procedure
L. Shampoo procedure
M. Safety precautions in shampooing
N. Shampooing routine
O. Protein and pH in relation to shampoo

TASK -- Types of Hair Conditioners

Unit 7 Hair Conditioners

A. Types of conditioners
   1. Protein
   2. Moisturizing
   3. Instant
B. Procedure for applying instant conditioners
C. Procedure for applying setting lotion

TASK -- Performing Scalp Care

Unit 8 Scalp Treatments

A. Types of conditioners
B. Procedure for applying conditioners
C. Procedure for using heating cap
D. Scalp manipulations
E. Cleanup and equipment storage procedure
F. Types of dandruff treatment
G. Procedures in applying treatment
H. Types of corrective treatments
I. Procedures in applying treatments

TASK -- Rolling Hair

Unit 9 Basic Roller Patterns

A. Types of rollers
B. Indentation and volume
C. Base and roller strand relations
D. Pinning rollers
E. Basic roller patterns
   1. Side wave patterns
   2. Forward fluff
   3. Advanced patterns sides
F. Volume and indentation
G. Base, roller and strand relation

TASK -- Hair Styling

Unit 9a Basic Hair Styling

- A. Hair styling terms
- B. Facial types
- C. Profiles
- D. Setting a head of hair
- E. Brushing
- F. Back combing
- G. Developing lines and styles

Unit 9b Advanced Hair Styling

- A. Art-line and design
- B. Sequence of comb-out
  1. Dry mold
  2. Relax
  3. Back combing
  4. Form
  5. Execution
  6. Ornamentation
- C. Setting a head of hair with rollers and pin curls
- D. Combing out hair
- E. Dry setting

TASK -- Shaping Hair

Unit 10 Clockwise and Counterclockwise Shapings

- A. Procedures for clockwise and counterclockwise shaping
- B. Lotions
- C. Horizontal finger waving
- D. Alternate methods of finger waving
- E. Vertical finger waving

TASK -- Setting Pin Curls

Unit 11 Pin Curls

- A. Parts of the pin curl
- B. Types of pin curls
  1. Sculptured pin curls
  2. Flat curls
  3. Pin curl comb-outs
  4. Mobility of the curl
- C. Procedure in rolling pin curls and pinning
- D. Pin curl foundations or bases
  1. Triangular
  2. Rectangular
  3. Arc
  4. Square

TASK -- Setting Hair

Unit 12 Setting a Head of Hair

A. Setting hair using clockwise and counterclockwise curls
B. Dry and comb out
C. Setting hair with rollers and pin curls
D. Dry and comb out with no back combing

Unit 12a Setting with Irons and Blow Drying

A. Air waving techniques
B. Iron curling

TASK -- Cutting Hair

Unit 13 Basic Hair Cutting

A. Implements used in hair cutting
B. Sectioning the hair
C. Cutting procedure
D. Thinning and tapering hair
   1. Thinning with shears
   2. Thinning with a razor
E. Razor hair shaping
F. Wet or dry hair shaping with scissors
G. Giving a basic haircut

Unit 13a Precision Hair Cutting

A. Techniques for advanced haircuts

TASK -- Permanent Waving

Unit 14 Giving a Permanent Wave

A. Cold waving
   1. Physical actions
   2. Chemical actions
B. Composition of hair
C. Scalp and hair analysis
D. Reviewing rod selection
E. Types of permanent wave solutions
F. Blockings
G. Testing curls
H. Preparing the patron
I. Procedure in giving permanent wave

J. Processing time
K. Rinsing and blotting
L. Neutralization
    1. Neutralization chemicals
    2. Wetting agents
M. Safety
    1. Rules
    2. Regulations
N. Cleaning up and storing equipment

Unit 15 Special Problems in Permanent Waving

A. Waving tinted or lightened hair
B. Hair tinted with metallic dye
C. Curl reduction
D. Partial permanent waves
E. Waving long hair

TASK -- Hair Coloring

Unit 16 Introduction to Hair Coloring (Color Triangle and Light Theory)

A. Purpose for hair coloring
B. Color triangle
C. Classification of hair coloring
D. Chemistry of hair coloring
E. Desired properties of a hair coloring product

Unit 17 Temporary Hair Coloring

A. Types of hair coloring
B. Color selection
C. Temporary hair coloring procedures

Unit 17b Porosity of Hair

A. Normal hair
B. Resistant hair
C. Causes of porosity variations
D. Treatment of excessive porosity

Unit 18 Semi-Permanent Colors

A. Semi-permanent tints
B. Characteristics of semi-permanent tints
C. Types of semi-permanent coloring
D. Selection of colors
E. Preparation of patron
F. Procedures

Unit 19a Permanent Haircoloring

A. Types of permanent coloring
B. Predisposition test procedure
C. Color selection
D. Sectioning
E. Permanent coloring procedure
F. Color development
G. Removing tint stains

Unit 19b Predisposition and Metallic Salts Test

A. Test for metallic salts
    1. Lead
    2. Silver
    3. Copper
B. Patch test

Unit 19c Color Selection

A. Selection factors
B. Tone values
C. Strand test
D. Strand test procedures
E. Lapinal formulas
F. Oranicolor formulas

Unit 19d Sectioning and Procedures for Haircoloring

A. Single application tint for virgin hair
B. Single application tint retouch
C. Highlighting shampoo tints
D. Double application tints
E. Double application tint for virgin hair
F. Double application tint retouch

Unit 20 Hair Lightening - Virgin Hair

A. Purpose of lightening
B. Types of lighteners
C. Mixing procedures
D. Application procedure
E. Purpose of toners
F. Types of toners
G. Color selection
H. Mixing toners
I. Toner application procedure
J. Procedure for lightening and toning hair
K. Safety precaution

Unit 21 Lightening Retouch

A. Procedure for retouching
B. Safety precautions
C. Toners
D. Purpose

Unit 22 Frosting, Streaking and Tipping

A. Procedure for mixing
B. Procedure for frosting
   1. Frosting with cap
   2. Frosting with foil
C. Procedure for streaking

Unit 22a Special Effects in Hair Coloring

A. Types of special effects
B. Low lighting techniques
C. Rembrandting
D. Bronzing
E. Flaming technique
F. Glazing or sunbursting
G. Fire bursting
H. Sunshining
I. Marbelizing
J. Collaging
K. Cognacing
L. Hazing technique
M. Tortoise shelling
N. Naturalizing
O. Glossing
P. Spicing

Unit 23 Special Problems in Hair Coloring

A. Purpose of filler
B. Types of filler
C. Advantages of filler
D. Application procedure
E. Purpose for removing aniline derivative tint
F. Types of removers
G. Procedure for changing tint back to natural color
H. Procedure for spot lightening
I. Reconditioning damaged hair

TASK -- Tinting Lashes and Brows

Unit 24 Lash and Brow Tinting

A. Purpose for tinting
B. Procedure for tinting
C. Safety precautions

TASK -- Manicuring Nails

Unit 25 Manicuring Nails

A. Nail structure
B. Nail disorders
C. Equipment, implement, and materials
D. Nail shapes
E. Procedure for manicures
F. Safety precautions

TASK -- Finger Waving

Unit 26 Finger Waving

A. Purpose of finger waving
B. Types of setting lotions
C. Horizontal finger waving
D. Procedures for finger waving

TASK -- Caring for Wigs and Hair Pieces

Unit 27 Wigs and Hair Pieces

A. Purpose of wigs and hairpieces
B. Types of wigs and hairpieces
C. Wig measurements
D. Ordering wigs
E. Alteration of wigs and hair pieces
F. Shaping wigs and hair pieces
G. Coloring wigs and hair pieces
H. Conditioning wigs and hair pieces
I. Cleaning wigs and hair pieces
J. Setting and comb out procedure
K. Synthetic fibers

TASK -- Performing Skin Care

Unit 28a Facials

A. Theory of massage
B. Basic manipulations

1. Effleurage
2. Petrissage
3. Friction
4. Percussion
5. Vibration

C. Skin disorders
D. Purpose for facials
E. Physiological effects of massage

Unit 28b Facials

A. Preparation of patron
B. Procedure for plain facial
C. Facial manipulation
D. Problems of dry and oily skin
E. Procedure for dry skin
F. Procedure for oily skin

Unit 29 Facial Make Up

A. Purpose for make-up
B. Implements and supplies
C. Procedure for applying make-up
D. Corrective make-up
E. Make-up for facial types

Unit 30 Eyebrow Arching

A. Purpose for arching
B. Implements and supplies
C. Procedure for giving an eyebrow arch
D. Corrective placing and shaping
E. Using the eyebrow pencil
F. Fashion effects

TASK -- Creating Ridge Curls and Skip Waves

Unit 31 Ridge Curls and Skip Waves

A. Purpose of ridge and skip waves
B. Procedure for making ridge and skip waves

TASK -- Chemical Hair Relaxing

Unit 32 Chemical Hair Relaxing

A. Purpose of hair relaxing
B. Action of chemical products
C. Basic relaxing steps
D. Hair analysis
E. Application procedures
F. Hair types and textures

G. Degree of permanence
H. Disulfide or S-1 bonds
I. Ammonium sulfite

TASK -- Removing Unwanted Hair

Unit 33 Superfluous Hair Removal

A. Electrolysis
   1. Galvanic treatment
   2. Shortwave treatment
B. Purpose of hair removal
C. Other methods used in hair removal

TASK -- Thermal Waving and Curling

Unit 34 Thermal Waving and Curling

A. Thermal waving concepts
B. Purpose of thermal operation
C. Safety precautions
D. Methods of thermal waving
E. Crequignole thermal curling

TASK -- Applying Anatomy, Physiology, Skin, Scalp, and Hair Concepts

Unit 35 Anatomy and Physiology

A. Cells
B. Tissues
C. Organs
D. Systems
   1. Skeletal
   2. Muscular
   3. Nervous
   4. Blood-vascular

Unit 35a Anatomy and Physiology

A. Lymph-vascular system
B. Arteries of the head, face and neck
C. Endocrine system
D. Excretory system
E. Urinary system
F. Respiratory system
G. Digestive system

Unit 36 Skin and Scalp

A. Composition of skin and scalp
B. Structure of the skin
C. Layers of skin

D. Functions of the skin and scalp
E. Care of the skin and scalp
F. Disorders of the skin and scalp

Unit 37 Hair

A. Function of hair
B. The hair follicle
C. Structure of the hair
D. Nature of hair protein
E. Requirements and properties of hair
F. Characteristic of hair
G. Composition of hair
H. Analysis of hair
I. Disorders of hair

TASK -- Chemistry Applications

Unit 38 Chemistry Review

A. Proteins
B. Hard Keratin
C. Amino Acids
D. Atoms and molecules
E. Types of bonds
F. The PH scale
G. Physical changes
H. Chemical changes
I. Oil and water emulsion

TASK -- Using Electricity in Cosmetology

Unit 39 Basic Electricity

A. Terminology
B. Basic devices
C. Safety in use of devices
D. Electrical equipment in cosmetology
E. Safety in cosmetology shop

TASK -- Managing the Hair Salon

Unit 40a Salon Management

A. Salon types and locations
B. Types of leases and rent agreements
C. Permits and public utilities
D. Financing the new salon
E. Reception area
F. Styling area

G. The supply room
H. Salon personnel
I. Salon operating costs
J. Recordkeeping

Unit 40b Salon Management

A. Utilization of beauty schools
B. Salon advertising
C. Merchandising
D. Keypoint for successful salon management

TASK -- Preparation for State Board of Cosmetology Examination

Unit 41 State Board Preparation

A. Review for examination
B. Materials and equipment needed for examinations
C. Application for examination
D. Blood test requirements

TASK -- Pressing Over-Curly Hair

Unit 42 Hair Pressing

A. Characteristics of the hair and scalp
B. Examination of the hiar and scalp
C. Corrective treatments
D. Proper care of pressing combs
E. Procedures in pressing
F. Safety precautions

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